PUBLIC EDUCATIONAL WORK IN BALTIMORE

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JOHNS HOPKINS UNIVERSITY STUDIES
IN
HISTORICAL AND POLITICAL SCIENCE
HERBERT B. ADAMS, Editor

History is Past Politics, and Politics are Present History.—FREEMAN.
Education of the people is the first duty of democracy.—JULES SIEGFRIED.

PUBLIC EDUCATIONAL WORK IN BALTIMORE

BY
HERBERT B. ADAMS

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PUBLIC EDUCATIONAL WORK IN BALTIMORE.

I.

JOHNS HOPKINS UNIVERSITY

The Johns Hopkins University, from its very beginning in 1876, has offered continuous and systematic courses of public lectures, often as many as twenty in a course and with a printed syllabus or bibliography, to Baltimore audiences ranging from 200 to 700 hearers. Without employing any characteristic name for its missionary or extension work at home or abroad, the institution has been actively engaged for nearly twenty-five years in widening its usefulness. The system of public lectures, comprising a great variety of subjects and methods of treatment, has been continued with increasing success down to the present time. Class courses have been provided for school teachers; special courses for special students, for lawyers, physicians, clergymen, bankers, business men, and practical workers in city charities. Public readings have been given in Homer, Dante, Chaucer, and Shakespeare. Lectures on poetry, art, and archæology, and many other courses of public instruction, sometimes with a text-book and a list of good authorities, have been welcomed by the people in Baltimore.

Seminary exercises or conferences in American history for the joint benefit of young lawyers from the city and Hopkins students, were begun in the library of the Maryland Historical Society in 1876, and were continued in a class-room at the Peabody Institute in 1881. Extended courses of public lectures were given under university aus-

at the Peabody Institute by Edmund Gosse and

Professor Corson in 1885, by Professor Lanciani in 1887, and Professor Andrew D. White in 1888. In connection with his lectures on the French Revolution, a printed syllabus was used. Class courses in natural science with elaborate experiments were early conducted at the Peabody Institute by individual Hopkins professors for classes of young ladies from Baltimore private schools.

In the fall of 1879, through the exertions of the Rev. J. Wynne Jones, of East Baltimore, was organized the Workingmen's Institute of Canton, an industrial district with a busy population of four or five thousand laborers, employed in iron works, copper works, oyster packing, etc. Mr. Jones had been impressed with the story of Dr. Channing's lectures to workingmen (1838-40) and with the good example of the Workingmen's College in London (1854). The president of that institution, the Hon. Thomas Hughes (author of Tom Brown at Rugby), wrote Mr. Jones an encouraging letter concerning his project.

From the outset the co-operation of members of the Johns Hopkins University was assured. At one of the earliest meetings Mr. Jones said he hoped the Institute "would be the beginning, as it were, of an intellectual solar system, having the Johns Hopkins University as the central light and source of learning. Here was the first little satellite, and others should be formed until there was a perfect ring of them in the 'Belt' district, and each one could communicate light to others. He was sure the professors of the University would do all they could in aid of the Institute, for he had found them most warm and friendly in its interest."

A committee representing the different industries of Canton was appointed to call upon President Gilman and invite him to deliver the opening lecture. This was promptly done. Through the efficient co-operation of Mr. N. Murray, of the Johns Hopkins Press, who became the secretary of the Institute, a course of twelve "Lectures for the People" was arranged for the winter season of 1879-80.

In the opening lecture President Gilman explained the character of the proposed course and suggested possible lines of development for the Institute: (1) lectures, relieved by stereopticon illustrations and good music; (2) a local reading-room with periodicals and illustrated journals; (3) a circulating library; (4) supplementary evening classes, with lessons in drawing and the keeping of accounts, in economy, co-operation, and the principles of business. He suggested also the cultivation of flowers indoors, in yards, and windows, as adding much to the pleasures of city life, with occasional exhibitions to stimulate rivalry. He expressed the belief that four or five such institutes as that at Canton might thrive in Baltimore. Many of these good suggestions have since been carried out.

Among other university lectures at Canton from 1879 to 1881 were Professor H. N. Martin on "Some Uses of Plants"; Professor Remsen on (1) "The Air We Breathe," and (2) "The Light We Use"; and Dr. W. W. Jacques, now electrician of the Bell Telephone Company, on "Electricity," illustrated by experiments. Literary as well as scientific lectures were given. Professor J. J. Sylvester, one of the original lecturers in the Workingmen's College at London and after his academic connection with Baltimore, professor of mathematics at Oxford, read some of his metrical translations from Schiller. Professor Albert S. Cook, now of Yale University, lectured in Canton on the "Life and Writings of Shakespeare"; and the present writer gave an illustrated talk on "Venice and the Beginnings of Modern Commerce." Dr. Samuel F. Clarke, now of Williams College, illustrated the physical geography and political history of the United States by beautiful maps and charts. Mr. C. L. Woodworth, the first teacher of elocution at the University, delighted his audience by dramatic and humorous readings. Vocal and instrumental concerts were occasionally given by the best available talent in the city. A local reading-room was opened at Canton and flourished for some years in connection with a circulating library.

The institution of a local branch of the Pratt Library in Canton somewhat overshadowed the Institute library; but with increased facilities for readers, there is now a better chance than ever for good class-work among the workingmen of East Baltimore.

The lecture courses at the Workingmen's Institute in Canton, in East Baltimore, led directly to another interesting pioneer experiment. In 1882, a course of four lectures on Biology was given by instructors in the Biological Department of the University to the employees of the Baltimore and Ohio Railroad and to their wives and daughters. This course was supported by the late John W. Garrett, President of the Baltimore and Ohio Railroad, who paid the necessary expenses and published, for free distribution among his employees, the four lectures given by the four instructors, in a neat pamphlet of 98 pages with illustrations (Baltimore, Friedenwald, 1882). The subjects of the lectures were as follows: (1) "How Skulls and Backbones are Built," by Professor H. Newell Martin; (2) "How We Move," by Dr. Henry Sewell; (3) "On Fermentation," by Dr. William T. Sedgwick; (4) "Some Curious Kinds of Animal Locomotion," by Dr. William K. Brooks.

All the above work was in one sense University Extension, but it was never called by that name. M. Jourdain, in Molière's comedy Le Bourgeois Gentilhomme, after taking a private lesson, found to his surprise that he had been talking prose all his life. American colleges and universities have all been engaged in popular educational extension, sometimes without knowing it.

The first conscious attempts to introduce English University Extension methods into this country were made in 1887, by individuals connected with the Johns Hopkins University.

About the time when various experiments were being tried by Dr. E. W. Bemis, a Hopkins graduate, in Buffalo, Canton and St. Louis, other individual members of Johns Hopkins University were attempting to introduce Univer-

sity Extension methods in connection with local lectures in the city of Baltimore. The first practical beginning was made with a class of young people who met once in two weeks, throughout the winter of 1887-88, in the reading-room of a beautiful modern church close by the Woman's College. After an introductory talk upon "University Extension" by a Hopkins instructor, the class was intrusted to a graduate student, Mr. Charles M. Andrews, now professor of history in Bryn Mawr College, who gave a series of instructive lectures, accompanied by class exercises, upon "The History of the Nineteenth Century," with Mackenzie for a text-book on that subject. A working library of standard authorities was collected by the joint efforts of the leader, the class, and the Rev. John F. Goucher, then pastor of the church. To the hearty and generous co-operation of this gentleman, now the president of the Woman's College of Baltimore, the success of this initial experiment, and indeed of several others, is chiefly due.

Following the young people's course, the like of which is entirely practicable in any church society with a college man for class-leader, came a co-operative and peripatetic course of twelve lectures for workingmen on "The Progress of Labor," by twelve different men from the historical department of the Johns Hopkins University. These twelve apostles of extension methods swung around a circuit of three different industrial neighborhoods in Baltimore, each man repeating his own lecture to three different audiences. The subjects were as follows: (1) "The Educational Movement among Workingmen in England and America," by Dr. H. B. Adams, of Baltimore; (2) "What Workingmen in America Need," by C. M. Andrews, of Connecticut; (3) "Socialism, its Strength and Weakness," by E. P. Smith, of Massachusetts; (4) "Chinese Labor and Immigration," by F. W. Blackmar, of California; (5) "Labor in Japan," by T. K. Iyenaga; (6) "Slave Labor in Ancient Greece," by W. P. Trent, of Virginia; (7) "Labor

in the Middle Ages," by J. M. Vincent, of Ohio; (8) "Mediæval Guilds," by E. L. Stevenson, of Indiana; (9) "Labor and Manufactures in the United States One Hundred Years Ago," by Dr. J. F. Jameson, then of Baltimore; (10) "Industrial Progress in Modern Times," by H. B. Gardner, of Rhode Island; (11) "Industrial Education," by P. W. Ayres, of Illinois; (12) "Scientific Charity and Organized Self-help," by A. G. Warner, of Nebraska, then General Agent of the Charity Organization Society of Baltimore.

Every lecture was accompanied by a printed syllabus in the hands of the audience, and was followed by an oral examination and a class discussion. Every man lectured without other notes than those contained in his outline of topics. The courses were organized upon a business basis and not upon the theory of giving something for nothing. This co-operative experiment in University Extension work was, however, only moderately successful. Probably it was more useful to the lecturers than to their hearers. It is the conviction of the writer that it is mistaken zeal for university men to attempt to lecture to workingmen as such, or indeed to any "class of people." University Extension should be for citizens without regard to their occupation.

The most successful educational experiments by Johns Hopkins men have been in connection with Teachers' Associations and Young Men's Christian Associations in Baltimore and Washington. Under such auspices co-operative and class courses in American history and economic and social science, with printed syllabuses, have been given before audiences varying from 150 to 1000 appreciative hearers. Chautauqua circles in Baltimore have also been found intelligent and responsive to student lectures. Under the direction of Hopkins men a three years' graduate course of study in English history was successfully carried on by more than one thousand students, who had already finished the four years of required study in the Chautauqua

Literary and Scientific Circles. A very elaborate syllabus, based on Green's "History of England" and select volumes of the "Epoch Series," was the means of guiding this interesting work once in progress in all parts of the country. In connection with the Chautauqua College of Liberal Arts more detailed courses in ancient and modern history were conducted in the same way, with monthly written examinations, the papers being in most cases set and read by Hopkins graduates, working under direction after the method of Professor W. R. Harper, formerly of Yale University, now president of the university at Chicago, who was long the recognized leader in the higher educational work of Chautauqua.

II.

PUBLIC SCHOOL TEACHERS' ASSOCIATION OF BALTIMORE

In a quiet and unobtrusive way, beginning in 1890, the public school teachers of Baltimore worked out a good system of higher popular education for themselves and their friends. The Association enrolled as many as 1500. Of this number from 300 to 400 took an active interest in Association work and in their own intellectual improvement. Association work began with short courses of five lectures, given by professional educators from Baltimore and Washington, in the Concert Room of the Academy of Music. Several of the Johns Hopkins faculty, including President Gilman and Professors Elliott, Remsen, and Adams contributed to these public courses. The subject of the Higher Education of the People in England and America was presented by H. B. Adams, March 7, 1890, with a printed syllabus showing all the features of the University Extension movement.

In 1891, the first special courses of class lectures or lessons were organized. In that year was given the first class course of ten lessons in Baltimore on Kindergarten Methods by Miss Susan P. Pollock. Similar class courses were given in Botany, in Chaucer, and in Physical Training. In 1892, class courses of twenty-four lessons were organized under competent direction in Latin for beginners, in Vocal Culture, and in Arithmetic. A general course of illustrated lectures was also given on Literature, Travel, and Science. In 1893, the class work was still further developed, and the general course was made more attractive. The following year, special courses of ten lec-

tures each, with a printed syllabus for each lecture, were given on German Literature by Professor Learned, and on American Literature by Mrs. M. A. Newell.

Special credit for the organization of all of these courses of public instruction is due to Mr. Basil Sollers, himself a teacher, and a man of excellent scientific and historical attainments. He is the author of the chapter on Academies and Secondary Education in the U. S. Government Report on the History of Education in Maryland. In 1894-95, Mr. Sollers and other members of the committee of arrangement, advertised an excellent lecture course, to be given in the new Music Hall. Among the attractions were Locke Richardson; Dr. Horace Howard Furness, the Shakespearean scholar; Professor H. S. Clark, of the University of Chicago, who represents the New Elocution and the Art of Expression; Professor Garrett P. Serviss, of the Brooklyn Institute, who lectured on Astronomy; Mrs. French Sheldon, a grand-niece of Sir Isaac Newton and a Fellow of the Royal Geographical Society of London. These and several other good lecturers addressed the Teachers' Association on Friday or Saturday evenings beginning in January and continuing until the course was ended. A ticket for the entire series of ten lectures cost only fifty cents, or, with a reserved seat, $1. This charge was at the rate of five or ten cents per lecture. As for many years at the Peabody Institute, a premium was put upon a course ticket, but a single admission cost twenty-five cents. Over 3000 course tickets were sold. The success of the experiment in Music Hall was phenomenal.

In 1896, the Teachers' Association, in addition to the above general course, made an improvement upon the ordinary system of popular instruction. It introduced so-called "Lesson Courses," that is to say, systematic class work upon specific themes, which was continued throughout a term of several weeks. For example, Dr. Learned, of the Johns Hopkins University, lectured to a class of teachers on German Literature every Monday

afternoon. Professor Maupin conducted classes in Beginners' Latin, Intermediate Latin (Cæsar), and Advanced Latin (Virgil), respectively on Mondays, Tuesdays, and Thursdays at 4.30 p. m. He had altogether 125 pupils in Latin. Professor Copinger taught beginners in French and advanced students in French on Mondays and Wednesdays with altogether 35 pupils. Professor Schwier had a class of 17 in German on Fridays. Miss McCauley had a class of 40 in Shakespeare on Wednesdays; Mr. Arthur, a class in Algebra on Fridays; Mr. Sollers, a class in Botany on Thursdays; and Miss Haughwout, a class in Physical and Vocal Culture on the same day. Besides these regular classes there was instruction in Kindergarten Work on Tuesdays by Miss Beatty. All of these classes were held in the rooms of the Western Female High School at 4.30 p. m. It is not possible for busy teachers to undertake very much extra work; the limitations of time and place compel them to elect something specific. Not more than two or three hours of class work were elected by individual teachers. Altogether about 400 were enrolled in class courses. The cost of 24 lessons was $2.50. The charge for ten lectures was $1.

The above programme of "Lesson Courses" for busy school teachers was one of the best educational projects developed in Baltimore after the excellent class courses which once flourished at the Peabody Institute.[1] Such work is still maintained.

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[1] See H. B. Adams' Memorial of Dr. N. H. Morison.

III.

TEACHERS' LECTURES AT THE JOHNS HOPKINS UNIVERSITY, 1898-99

Lectures for teachers are not an altogether new feature of public instruction at the Johns Hopkins University. At various times educational talks have been given by invited lecturers; for example, Dr. William T. Harris, of the Bureau of Education, and Dr. James MacAlister, of the Drexel Institute, Philadelphia. Public school teachers and kindergarten teachers were admitted to these Saturday morning courses. In the early years of the University, 1877-78, laboratory courses, especially in Biology, were organized for the special benefit of those Baltimore teachers [1] who were prepared to profit by such facilities.

Since its opening in 1876, the University has maintained free courses of instruction by lectures which have been attended from year to year by thousands of Maryland citizens, men and women, many of them professional educators and teachers in the public or private schools. Local lectures have been given by Hopkins men in the Peabody Institute, in city churches, at the Young Men's Christian Association in its various branches, and also in various schools and colleges throughout the State. For many years there has been in Baltimore an organized Teachers' Association, before which occasional lectures were given by Hopkins men. Teachers' Associations and Institutes, representing Baltimore County and other regions, have also invited University men to speak upon educational subjects.

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[1] See account of Professor Martin's educational work with Baltimore teachers in the third and fourth annual reports of the Johns Hopkins University.

In the spring of 1898 there was an urgent request for lectures especially adapted to the needs of Baltimore teachers, and the Johns Hopkins University offered for the winter season of 1898-99, two class courses of instruction:

(1) An Historical Series of 20 lectures, (1) on Education, and (2) on England and America.

(2) A Scientific Series of 20 lectures on (1) Physical Geography and (2) Geology.

The Historical Course began on Friday evening, November 4, 1898, at 8 o'clock, in McCoy Hall, and continued on successive Fridays (holidays excepted) until April 14, 1899.

The Scientific Course began on Saturday, November 5, at 9.30 a. m. in McCoy Hall, and continued at the same hour on successive Saturdays until the course was completed, April 15.

The Historical Series began with a course of 10 lectures on the Education of the People. The course was introduced by Mr. J. W. Martin, of the People's Palace, who gave an instructive talk on "Educational Work in London," with pictorial illustrations of various polytechnic institutes, evening continuation schools, board schools, public baths, etc.

The course was continued by Professor H. B. Adams with a series of special lectures on the following subjects: (1) A Summer Meeting of Teachers at Chester, England; (2) University Extension and the Cambridge Summer Meeting; (3) Summer Meetings for Teachers in Edinburgh and Paris; (4) Educational Movements in Modern France; (5) Public Education in Germany; (6) Public Education in England; (7) Mediæval Schools and Universities; (8) Classical Education; (9) Hebrew Education; (10) Chinese and Japanese Education.

Instead of beginning with education in antiquity or in the far-off Orient, Dr. Adams deliberately planned to work backward from the standpoint of present interest in adult education in certain modern educational movements. The first three lectures of his course have since been published

as Chapter II of the Report of the Commissioner of Education, Volume II, 1898. Each lecture of the entire series was accompanied with a printed outline of references of good books with questions requiring written answers.

Following the educational course came a more strictly historical series beginning with two instructive lectures on (1) English Country Life in the Middle Ages and (2) English Towns in the Middle Ages, by Dr. William Cunningham, of Trinity College, Cambridge. He was followed by Albert H. Smyth, Professor of English, Central High School, Philadelphia, who gave a graphic description of the Land of Shakespeare, based on personal observations and summer residence at Stratford-on-Avon for several seasons. Then followed a series of four lectures by Dr. Guy Carleton Lee, of the Johns Hopkins University, on the English Beginnings of American Institutions, with the following special themes: (1) First English Settlement in America; (2) English and Colonial Churches; (3) English Law and Government; (4) Conflict of England and France in America. Dr. Bernard C. Steiner, also of the Johns Hopkins University, gave four lectures on American History with special reference to (1) American Geography; (2) Causes of the American Revolution; (3) Adoption of the Federal Constitution; (4) the War of 1812. Toward the end of the course a very practical and suggestive lecture on "Learning to Teach" was given by Dr. S. E. Forman, a graduate of the Historical Department of the University, now Director of the Teachers' Institutes of the State of Maryland.

In addition to these lectures, which formed part of the regular Historico-Educational course, the following special courses were offered, without extra charge, to the public school teachers holding tickets to the Historical Section: (1) Eight lectures, in January and February, by Dr. James Schouler, on "The Industrial History of the United States"; (2) Five lectures on "The Diplomatic Relations of the United States and Spanish-America" (reported in

the University Circulars for March, 1899, p. 38), by Dr. John H. Latané, Professor of History in Randolph-Macon Woman's College, and "Albert Shaw Lecturer" in this University for 1899. These two special courses were given respectively in the Donovan Room and McCoy Hall on alternate days at 5 p. m. The attendance, although gratifying, showed that the 5 o'clock hour is not so convenient for public school teachers as an evening appointment at 8 o'clock.

A striking feature of the experiment was the large and regular attendance. There were in each course two grades of hearers: (1) Members of the "Class," who paid each a fee of $5, and who did a certain amount of required reading and class work; and (2) simply attendants on lectures, who paid an admission fee of $3. Of the first grade, or regular members, there were in the Historical Course 117; in the Scientific Course 111. Of the second grade there were 191 attendants on the historical lectures, and 115 attendants on the scientific lectures. The total number of hearers in Science was 226; the total in History, 308. Records of attendance were kept from week to week for the classes only. In spite of continued cold and inclement weather, the regular members of classes were almost invariably present. Every Friday night, at 8 o'clock, in McCoy Hall, and every Saturday morning, at 9.30, a large and attentive audience greeted the lecturer.

A special feature of the historical course was the written exercise required from week to week, in answer to printed or set questions connected with the previous lecture. These exercises involved not merely an understanding of the lecture, but, in some cases, a considerable amount of private reading. The questions, few in number, led to original inquiries in the Peabody and Pratt Libraries and to the exercise of independent judgment. The answers, which sometimes amounted to a series of short essays on assigned themes, were always carefully scrutinized by the lecturer or his assistants, and were returned to the writers with the

needed corrections or suggestions. The papers were marked in the same general or descriptive way as that now in vogue in the collegiate departments of the University, and the results from week to week showed that by far the greater number were ranked above the grade called "good." From time to time the names of the five leading members of the Historico-Educational class were publicly mentioned by the lecturer. To encourage the best students, a prize was offered at the beginning of the above course.

Another feature of the Teachers' Lectures was the illustration of the subject-matter by lantern views. Instead of subordinating the lecture to mere sight-seeing or evening entertainment, the illustrations were usually given *after* the lecture and were always contributory to it. About 50 minutes were allowed for the lecture and note-taking, with about 20 for the slides, which furnished an instructive and pleasing variation of the lecture theme. These object lessons were in all cases carefully selected by the lecturer and served a really pedagogical purpose.

A third feature of the Historico-Educational course was the systematic publication of select bibliographies of good books on the themes suggested by the lecture outlines, which were printed and taken home by the teachers from week to week, with the printed questions and topics for home study. This naturally led to considerable use of the library resources of Baltimore and to the practical discovery that the available literature on educational history is somewhat inadequate. There is manifest need of a good working library in this city for the investigation and promotion of educational interests, primary, secondary, and higher. Many complaints were made by Baltimore teachers regarding the impossibility of obtaining access to the books recommended in the select bibliographies.

A fourth and very noteworthy feature of the Teachers' Lectures was the public interest in them shown by the teachers themselves, by university students, the public, the press, the Superintendent and Commissioners of the Public

Schools of Baltimore, many of whom were present from time to time. Earnest requests have been made for the continuation and further development of these courses of public instruction, which tend to promote mutual sympathy and understanding between the University and the City, and also between teachers, public, private, and academic. As a profession, the teaching class is really one in spirit and, in Baltimore at the present time, all should unite in promoting the common cause of education.

In connection with the regular Historico-Educational Course, one of two recommended text-books was required, either Compayré's "History of Pedagogy" or Painter's "History of Education." This private reading, together with the substance of the educational lectures constituted the basis of the written examination at the end of the course. In addition to this work, and the various written exercises, a more elaborate essay was required upon some special subject suggested by the lectures, either historical or educational. Prizes in books were offered for the best essays. A simple certificate was prepared, on the Oxford model, for those members of the class whose final examination, required essay, written exercises, and attendance were pronounced satisfactory by the examiner.

The following account of the Scientific Course was written by Dr. George B. Shattuck, the lecturer and examiner in that course:

The teachers attending the Scientific Course concentrated their attention on studies in Geology and Physical Geography. In this course four lines of instruction were followed. These were first, the lectures; second, essay writing; third, the journal club; and fourth, field excursions.

The lectures were delivered on Saturday mornings at 9.30, in McCoy Hall, and were scheduled so as to cover systematically a large range of topics in Dynamical, Physiographical and Historical Geology and Physical Geography. The following is a synopsis of the lecture course: November 5, The Atmosphere; 12, Rain; 19, Rivers in

General; December 3, Classification of Rivers; 10, The Life History of Niagara and the Development of the Great Lakes; 17, Lakes; January 7, Ice in General; 14, Glaciers; 21, Geological Work of Organisms; 28, Oceans; February 4, Volcanoes; 11, Mountains and Continents; 18, Geographic Distribution of Organisms; 25, Paleontology; March 4, Precambrian Time; 11, Cambrian and Silurian Time; 18, Devonian, Carboniferous and Permian Time; 25, Mesozoic Time; April 8, Tertiary Time; 15, Quaternary Time. The subject-matter of these lectures was treated so as to convey a comprehensive idea of the various forces at work on the earth's surface and within its mass, as well as to give a broad outlook over the history of the earth as a whole.

From time to time essays were assigned, on special topics discussed in the lectures, in order that the instructor could follow more carefully the progress of those participating in this exercise. These essays were carefully examined in detail and corrections and suggestions made wherever necessary.

References and bibliographies, which had been printed and circulated, both aided the teachers in preparing their essays and served as a guide for those who desired to read some of the leading works on geology and geography.

The journal club was held Tuesday afternoons throughout the months of December, January, February and March. The teachers who took part in this exercise reviewed papers on geological and geographical subjects published in the various scientific periodicals. During the four winter months a large number of books and papers were reviewed and discussed in the club and the desire of keeping abreast of the current literature was thus cultivated.

Numerous geological excursions, into the region about Baltimore, were planned and began as soon as the weather permitted. The object of these excursions was to point out in the field many of the phenomena which were discussed in the lectures. Explanations were given in the field. Teachers provided themselves with hammers and

notebooks in order to collect specimens and record observations. Many of the teachers were in this way placed in a position to conduct small excursions of school children into the country on pleasant holiday afternoons and point out to them the meaning of the objects with which everyday contact has made them familiar.

A longer excursion was projected to Niagara Falls. This outing took the form of a scientific expedition and many points of interest other than Niagara were visited.

Professor William B. Clark exercised general direction over the course, while the instruction was given by Dr. George B. Shattuck. Mr. Bailey Willis, of the United States Geological Survey, delivered a most instructive lecture on "Mountains and Continents."

Final Examination of Teachers in the Historico-Educational Course, April 15, 1899.

Time 2 Hours

1. Influence of Early Christian Teaching on Education.
2. How did the Mediæval Church and Cloister teach the People?
3. Significance of the Revival of Greek.
4. Briefly characterize German Educational Reform in the 16th Century.
5. Mention some of the Leaders of French Education in the 17th Century.
6. Of what use were the Theorists of the 18th Century?
7. Popular Educational Progress in the 19th Century.

List of Subjects Chosen for Essays by Baltimore Teachers

1. Thomas Arnold and his Influence as an Educator.
2. Schools of Athens before the Christian Era.
3. Sketch of the University of Cambridge.
4. Charles the Great and his Patronage of Education.
5. John Amos Comenius.

6. Comenius and Pestalozzi. (5)
7. Egypt and Greece before Christ.
8. Ancient Egyptian Civilization.
9. Classical Education.
10. Evolution of Education in the United States.
11. Mediæval Education.
12. Rise of the New Education.
13. Civil Liberty and Popular Education.
14. Popular Education in Maryland.
15. Growth of the Modern Idea in Education.
16. Beginnings and Growth of Popular Education in the U. S. (3)
17. Progress of Education in England.
18. A Sketch of the Progress of Education.
19. Educational History of the U. S.
20. Educational Ideals of the Ages.
21. Educational Moldings.
22. The French Academy.
23. Life and Teachings of Froebel.
24. Culture in Ancient Greece.
25. Hebrew Education and its Influence on Modern Culture.
26. Old and New Ideals.
27. Influence of Education on the Indian.
28. Relations of the English and French to the Indians of America.
29. Education in Japan.
30. The Jesuits as Educators.
31. Education among the Ancient Jews.
32. Condition of the Jews in the Middle Ages.
33. Early Education of the Jews and its Influence upon Civilization.
34. Massachusetts and Virginia—Harvard and William and Mary.
35. French Monastic and Church Schools in the Middle Ages.
36. Monastic and Church Schools in the Middle Ages. (2)

37. The Northmen and Normans.
38. Oxford and Cambridge.
39. Summary of the History of Pedagogy.
40. Pestalozzi. (3)
41. Port Royalists.
42. Regeneration of Prussia.
43. Some Beginnings of the Renaissance.
44. The Hotel de Rambouillet and the Salons of the Old Régime. (4)
45. Saracenic Contributions to Civilization.
46. Early English Schools and Scholars. (2)
47. The Evolution of a State.
48. Stein and the Regeneration of Prussia.
49. English Universities. (2)
50. German Universities.
51. The Utility of Universities.
52. Development of Constitutional Liberty in Virginia.
53. Higher Education of European and American Women.
54. Influence of Women in the English Reformation.
55. Higher Education of Women.
56. Higher Education of Women in England.

Prize Winners in the Historical-Educational Course

Each person received five carefully chosen books, combining educational, historical, literary, biographical, patriotic or romantic interests. The award was made upon the basis of the written essay, the weekly written exercise, regular attendance, and final examination. The winners were all of the same rank and are arranged in alphabetical order:

Augusta F. Ditty, Maud Hazeltine,
Jessie J. Fitzgerald, Mary R. Le Compte Hess,
Jacob Grape, Harriet L. Hopkins,
Barbara Schunck.

List of Teachers Receiving Certificates in the Educational-Historical Course

All of these candidates wrote special essays and passed the final examination. From all were required weekly exercises. Some were more regular than others in attendance. At least 12 stood very near the honor list:

Edward S. Addison,
L. Elizabeth Andrew,
Fannie Ash,
M. I. Barney,
Flora Becker,
Jessie S. Bell,
John S. Black,
Jennie G. Borrell,
Amicie M. Brun,
Mary Bunworth,
Agnes G. Carlisle,
Helen G. Chowning,
Agnes V. Corcoran,
Elizabeth Crummer,
Gerriet Dewers,
Celesta L. Diggs,
Augusta F. Ditty,
Mary Graham Duff,
Isabel P. Evans,
Clara B. Fishpaw,
Jessie J. Fitzgerald,
Adelaide A. Glascock,
Jacob Grape,
Ella Harrison,
Caroline Hayden,
Maud Hazeltine,
Clara Herman,
Mary R. Le Compte Hess,
Harriet L. Hopkins,
Ella M. S. Horstmeier,
Bella S. Hunter,
Minna C. Kaessmann,
Elizabeth R. Kearney,
Mary E. W. King,
M. Josephine Krager,
Irene Leonard,
Annie C. Meushaw,
Eula R. Pollard,
Mary M. Quinn,
Alberta F. Reid,
Carrie Rodgers,
Blanche Rosenthal,
Lavinia Schleisner,
Anna C. Schloegel,
Anna Schmidt,
Barbara Schunck,
M. Alice Smith,
Lilian M. Skinner,
Lydia E. Spence,
Guy Spencer,
Marshall Stitely,
Carrie M. Sumwalt,
Mary H. Sumwalt,
Maggie Swain,
Lida L. Tall,
Clara V. Tapman,
Louise E. Thalwitzer,
Nellie A. Tompkins,
Annie R. Tull,
Saida A. Wallace,
Mrs. Benjamin Wallis,
Estelle S. Walters,
Bertha Warfield,
L. Ava Weedon,
M. Josephine Wilson,
Helen McCay Young.

IV.

PUBLIC EDUCATIONAL COURSES, 1899-1900

During the current academic year the scope of the winter courses of public instruction has been somewhat widened. Last season a single course of twenty lectures was given in the representative science of Physical Geography. This year there is an advanced course in this subject, including Meteorology, and also a course of twenty lectures in Physics, including laboratory exercises.

The lectures in physical geography are given under the auspices of the Geological Department. Dr. Shattuck, who opened the course, is, in addition to being one of the associates in Geology, Chief of the Coastal Plain Division of the Maryland Geological Survey and has made a special study of physiographic processes. The general course which he gave in 1898-99 was largely attended by teachers and others desirous of acquiring a thorough knowledge of the principles of physical geography.

Dr. Fassig, in addition to being an instructor in meteorology at the University, is also a Section Director of the U. S. Weather Bureau, assigned to work in connection with the Maryland State Weather Service, and has a very intimate knowledge of the meteorology of Maryland.

The lectures of Dr. Shattuck and Dr. Fassig are admirably adapted to teachers and others who desire information not only regarding the general principles of physical geography but also a concise knowledge of the physiographic conditions of Maryland.

The courses in Physics under the direction of Professor Ames are given in the Physical Laboratory, and are designed to offer instruction in various branches of the subject, making a fairly systematic course. The lectures are illus-

trated by experiments and by lantern demonstrations, and are suited for a public audience as well as for those who are teachers or students.

The laboratory exercises are offered exclusively to teachers of Physics, and an attempt is made to offer suitable instruction in the preparation of lectures and in the direction of laboratory work. It is expected that from time to time lecturers from other universities will be invited to take part in the Physical course.

Last season a course of twenty lectures was given upon historical and educational subjects.

This year three short courses of lectures in English Literature, by Professor Albert H. Smyth, of Philadelphia, illustrated by lantern views, are in progress. On Nov. 10, Dr. James E. Russell, Dean of the Teachers' College, Columbia University, New York, gave an address on the theory of normal education and the aims of the institution of which he is the head. Nov. 17, Dr. James MacAlister, President of the Drexel Institute, lectured on the public school system of Philadelphia.

It is not possible for any one to attend all of these classes. Some are held on Friday evenings and Saturday mornings, at times the most convenient for public school teachers. Other courses are given in the afternoon, during the week; but all of the following are public educational courses and are open to applicants at a moderate charge. (See below under "Fees.")

Citizens of Baltimore and Maryland, whether engaged in teaching or not, now enjoy in the winter season the privileges which in some academic communities are offered in summer sessions. It is hoped that many attendants upon lectures may be attracted from the country as well as from the city, and that students from Washington and vicinity, possibly persons from Virginia and other States, may find winter residence in this city.

Special arrangements have been made to encourage county teachers, and persons living at a distance from Bal-

timore, to attend the Friday evening and Saturday morning lectures.

The attention of clergymen, Charity Organization workers, and the friends of municipal improvement should be called to two courses of Dr. Jeffrey R. Brackett and Dr. J. H. Hollander (author of "The Financial History of Baltimore"), devoted to "Studies of the Modern City."

Fees. The courses in English Literature constituted one series of 18 lectures, for which one fee of $3 for attendance was required at the Treasurer's office. For attendance with the additional privilege of class work, consisting of written exercises and final examination, the fee was $5. The same terms were required for the course on Advanced Physical Geography, and also for the course of twenty lectures on Physics. The charge for laboratory privileges in Physics on Saturday mornings, twenty exercises, was $5; for laboratory privileges in zoology, $10. The two courses under IV. formed a public educational series, for which the fee was $3. The introductory lectures in the teachers' educational course were free.

Certificate. For regular attendance, satisfactory class or laboratory work, and final examination, a simple certificate is to be awarded to successful students in any public educational course.

PROSPECTUS.

I.

Advanced Physical Geography. (20 lectures.)

(1) GEOLOGY. Five class lectures by Dr. GEORGE B. SHATTUCK, beginning in McCoy Hall, Saturday morning, November 4, at 10.30, and continuing weekly at this hour in the same place.

Lecture I. *The Cause of a Glacial Period.*
Lecture II. *The Age of the Earth.*
Lecture III. *The Ocean from a Geological Point of View.*
Lecture IV. *Critical Periods in the Earth's History.*
Lecture V. *The Antiquity of Man.*

(2) METEOROLOGY. Fifteen class lectures by Dr. OLIVER L. FASSIG, according to the following outline of topics, will be given on Saturday mornings after the close of Dr. Shattuck's course:

Lecture I. } *The Temperature of the Atmosphere.* (Lantern illustrations.)
Lecture II. } Temperature defined. How it is measured. Solar radiation. Variations in temperature at the earth's surface. The temperature of space. The functions of the atmosphere.

Lecture III. } *Forms of Water in the Atmosphere.* (Lantern illustrations.)
IV. } The vapor of water. Humidity. Evaporation. Dew. Frost and frost-forms. Fog. Clouds and cloud-forms. Rain, snow, and hail. Rainfall and its measurement; its variations and its distribution at the earth's surface. Theories of rain-formation.

Lecture V. *The Weight and Extent of the Atmosphere.* (Lantern illustrations.)
Measuring the pressure of the air. Variations in pressure. Relation between pressure and wind-direction and velocity. The height of the atmosphere. The distribution of atmospheric pressure at the earth's surface. Areas of high and low pressure.

Lecture VI. } *The Movements of the Atmosphere.* (Lantern illustrations.)
VII. }
VIII. } Winds and their causes. The measurement of wind. velocity and direction. Variations in wind-velocity and direction. Periodic winds. Cyclonic winds. Permanent winds. The general circulation of the atmosphere. Storms: dustwhirls, thunderstorms, tornadoes, waterspouts, cyclones and anti-cyclones. Factors in the formation, maintenance, and progression of storms. The geographical distribution of storms.

Lecture IX. *Weather, or the Transient Phases of the Atmosphere.*
A study of the daily synoptic weather charts. (Lantern illustrations.)

Lecture X. *Climate, or the Average Character of the Weather.* (Lantern illustrations.)
Climate defined. Climatic factors. Determination of average values. Climatic zones. Ocean-climates. Continental climates. Mountain climates.

Lecture XI. *Do Climates Change?*

Lecture XII. } *Foretelling the Weather.* (Lantern illustrations.)
XIII. } The methods of the ancients—and some moderns.
Modern official methods.

Lecture XIV. *The Work of a National Weather Bureau.* (Lantern illustrations.)

Lecture XV. *Two Centuries of Progress in Meteorology.* (Lantern illustrations.)

PROPOSED TOPICS FOR A SUPPLEMENTARY COURSE. Friday afternoon informal conferences on the practical bearings of meteorology and on the work of meteorological bureaus will be arranged for those taking the course in Physical Geography, without additional fees.

1. The equipment of an observing station.
2. The meteorological work of the U. S. Hydrographic Office upon the oceans.
3. The organization and work of foreign services.
4. Practical lesson in the construction and interpretation of the daily weather chart.
5. Meteorological instruments and their installation.
6. The use of kites and balloons in the exploration of the atmosphere.
7. Meteorology as a nature study in the public schools.
8. Mountain meteorological stations.
9. The literature of meteorology.
10. Some American contributions and contributors to meteorology.

II.

Physics.

There will be two courses in Physics, as follows:

First, a Series of Twenty Lectures on Special Topics by Professor AMES:

1. Vibrating Bodies.
2. Spinning Tops.
3. Fluid Motion.
4. Soap Bubbles.
5. Flying Machines.
6. Theory of Music.
7. Mechanical Theory of Heat.
8. Radiation and Conduction of Heat.
9. Liquefaction or Gases.
10. Magnets.
11. Elementary Electricity.
12. Electrical Conduction.
13. Induced Electric Currents.
14. X-Rays.
15. Lightning.
16. Telegraphy with and without Wires.
17. Wave Theory of Light.
18. Color Photography.
19. Spectrum Analysis.
20. Constitution of the Sun.

This course will begin Saturday, November 4, at 9 a. m., in the Physical Laboratory, and continue weekly at the same hour in that place. The lectures will be illustrated by experiments and demonstrations.

Second, a Laboratory Course designed for Teachers of Physics. This will consist of work in the Physical Laboratory on Saturday mornings, at 10 o'clock; and opportunities will be given the members of the class to set up apparatus for lecture purposes and to perform suitable experiments. This class will not be formed unless twenty-five students are enrolled.

III.

Zoology.

A practical course in Zoology is offered, *provided twenty-five students are assured at once.* A larger number cannot be accommodated.

The work will be done in the Biological Laboratory Saturdays from 9 to 1 o'clock, November 11 to March 14 inclusive—seventeen sessions, or sixty-eight hours, in all.

The ground covered will be: the use of the microscope; microscopic study of fresh water infusoria (*e.g.* Amœba, the Bell-animalcule, the Slipper-animalcule) and of the Hydra; dissection of the Earthworm, Mussel, Insect, Crayfish, Crab, and Frog; study of the Frog's egg and the Tadpole.

The laboratory work will be superintended by Dr. E. A. Andrews, Associate Professor of Biology, and by Mr. W. C. Curtis, Assistant in Biology. In each session, an explanatory lecture will be given by Professor Andrews.

Such books and implements as are not supplied by the University should not exceed in cost two dollars. The fee for the course is $10, payable in advance at the Treasurer's office.

IV.

Studies of the Modern City. (20 lectures.)

Part 1. Public Aid, Charity, and Correction. A course of ten lectures is offered by Dr. Jeffrey R. Brackett upon problems of Public Aid, Charity, and Correction, with particular reference to social conditions in the large cities of the United States. Beginning with the growing opportunities and the need of education for social service, the lectures will treat of the general tendencies towards the restoration of dependents and the prevention of dependence. Illustrations will be given from conditions in Baltimore, and the course is aimed to be of especial use to clergymen and to students who plan to take up practical social work.

This course will begin Monday, November 13, at 4 p. m., in the Donovan Room, and continue on successive Mondays at the same hour and place.

The topics will be as follows:

1. Study of Philanthropy.
2. Causes of Poverty, Pauperism, and Crime.
3. The Aim of Philanthropy.
4. Treatment of the Homeless.
5. Treatment of the Resident Needy.
6. Public Aid or Charitable Aid.
7. Reformation.
8. Child-saving.
9. Neighborhood Improvement and Personal Contact.
10. The Church as a Factor in Social Progress.

Part 2. CITY GOVERNMENT AND CITY IMPROVEMENT. A course of ten lectures, following Dr. Brackett's, is offered by Associate Professor J. H. HOLLANDER upon the principles and practice of Municipal Government, with particular reference to current municipal problems in the United States. The method of treatment will be descriptive, critical and comparative. Beginning with a discussion of the growth and significance of the modern industrial city, attention will be paid to the characteristic features of municipal organization in Great Britain, France and Germany. The evolution of the American city will then be traced, and detailed study made of municipal administration, finances and functions in the United States. In conclusion, the future and the possibilities of the American city will be discussed.

This course will be given in the Donovan Room on Mondays at 5 p. m., beginning in the latter half of January, after the close of Dr. Brackett's course. One fee of $3 is required for the two courses, including brief class discussions.

The topics will be as follows:

1. The Problems of Municipal Government.
2. The Growth of Cities.
3. Municipal Government in Great Britain.
4. Municipal Government in France.
5. Municipal Government in Germany.
6. The Evolution of the American City.
7. Municipal Administration in the United States.
8. Municipal Finances in the United States.
9. Municipal Functions in the United States.
10. The Possibilities of the American City.

V.

Modern English Literature. (18 lectures.)

(1) LIVING WRITERS OF ENGLAND. Six class lectures by Professor ALBERT H. SMYTH, of Philadelphia, in McCoy Hall, beginning at 8 o'clock Friday evening, December 15, and continuing Saturday noon, December 16; Friday evening, December 22, Saturday noon, December 23; Friday evening, January 5, and Saturday noon, January 6.

This course of lectures is prepared entirely from personal knowledge and acquaintance, and contains material that has never found its way into print. The lecturer's purpose is to introduce the student to the writers who are to-day the acknowledged chiefs of English literature, to portray their personal traits, and to describe their methods and their mission. The lectures are:

I. Thomas Hardy.
II. George Meredith.
III. Algernon Charles Swinburne.
IV. The Minor Poets.
V. The Literary Scholars and Critics.
VI. The Journalists.

Lecture IV contains sketches of the personal career and appreciations of the verse of the following poets: Francis Thompson, Stephen Phillips, Lawrence Binyon, Lionel Johnson, John Davidson, Ernest Coleridge, W. B. Yeats, Moncy-Coutts. .

Lecture V relates to such critics as Lang, Courthope, Saintsbury, Stopford Brooke, Sydney Lee, Dowden, Hereford, Furnivall, Knight, and Aldi-Wright.

Lecture VI defines the character and describes the *personnel* of the literary papers of England—quarterly, monthly, and weekly reviews, and the daily papers which devote attention to literary matters.

(2) THE LAKE COUNTRY—PAST AND PRESENT. These lectures, also by Professor Smyth, are illustrated with entirely new lantern views. The photographs of Cumberland scenery and of Westmoreland places and people were taken under Professor Smyth's direction. This series will begin Friday evening, January 12, and continue Saturday noon, January 13, and so until January 27.

I. Life and Nature in the Lake Country. (Summary: Geography of the Lake Country; language, folk-lore, and customs of the country; Daffodil Day; rushbearing; views of the historic ruins and natural scenery of the region.)

II. Literary associations of the Lakes. (Illustrated with views of the interior and exterior of Rydal Mount, Dove Cottage, Nab Cottage, The Knoll, Fox How, Fox Shyll, Elleray, and Brantwood.)
III. William Wordsworth.
IV. Coleridge and his Children.
V. Robert Southey, John Wilson, and Thomas De Quincey.
VI. Harriet Martineau, the Arnolds, John Ruskin, and William Watson.

(3) BURNS AND SCOTT. This series will begin Friday evening, February 2, and continue Saturday noon, February 3, and so on to February 17.

I. The Land of Burns (fully illustrated by Professor Smyth, with new lantern slides).
II. The Songs of Burns. (In the course of this lecture several songs of Burns are read by the lecturer and views are shown of the persons and places concerned in the poems.)
III. Sir Walter Scott at Home (fully illustrated with new lantern slides).
IV. The Wizard of the North.
V. Literary Edinburgh.
VI. Scott's Poems and Romances.

Committee: { H. B. ADAMS, *Chairman.*
W. B. CLARK.
J. S. AMES.

V.

WASHINGTON AND BALTIMORE[1]

Your Excellency, the Governor; your Honor, the Mayor; Ladies and Gentlemen:

The Colonial Dames of America deserve to be congratulated this day on the completion and unveiling of a beautiful tablet marking the historic site of the old Fountain Inn on Light Street or, as it used to be called, "Light Lane," where George Washington tarried on at least three memorable occasions. The first visit was on May 5, 1775, when he was on his way to Philadelphia as a delegate to the Continental Congress, where he was appointed to command the Revolutionary army at Cambridge. The second visit was on September 18, 1781, on his way to Virginia, to the siege of Yorktown. The third visit was on the 17th of April, 1789, when he was journeying northward to New York to be inaugurated as first President of the United States. These three visits to Baltimore by George Washington are especially worthy of patriotic commemoration because they

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[1] An address to Chapter I of The Colonial Dames of America and invited guests, February 22, 1899, in the parlors of the Carrollton Hotel, on the occasion of the unveiling of a memorial tablet bearing this inscription:

"This site was formerly occupied by the Fountain Inn where General George Washington lodged upon the following memorable occasions: May 5, 1775, on his journey to Philadelphia as a Delegate from Virginia to the Second Continental Congress; September 8, 1781, on his way to the reduction of Yorktown; April 17, 1789, when proceeding, as President-elect, to his Inauguration at New York. This tablet is erected by Chapter I of the Colonial Dames of America, February 22, 1899."

To illustrate in educational ways the relations of George Washington to Baltimore was the object of this address.

represent not only Washington's personal relations to Baltimore, but also three great and decisive events in the history of our common country: First, the beginnings of the American Revolution and of our national Declaration of Independence. Second, the completion of the American Revolution by Washington's capture of the British army in Virginia. Third, the establishment of a permanent union of these United States and by the unanimous choice of George Washington as our first President. First in war, first in peace, and with special significance on this memorial day, first in the hearts of his countrywomen.

It is impossible in the brief space assigned me to speak in detail of the circumstances attending the three memorial visits of Washington to Baltimore. But I will briefly describe the most famous of all. Late in the afternoon of the 17th of April, 1789, General Washington, coming by way of Alexandria, Georgetown and Bladensburg in three days, in his own carriage, approached the town of Baltimore. A cavalcade of finely mounted horsemen rode forth from this hospitable city to meet the coming chief of the nation. They escorted him into town amid the general enthusiasm of citizens and small boys, who lined the streets on either hand. Salvos of artillery greeted the civic hero. Joy and rejoicing filled the heart of Baltimore. Washington was taken to Grant's Tavern, or the old Fountain Inn, upon the site of the present Carrollton Hotel. A committee of citizens, headed by James McHenry, afterwards Washington's Secretary of War in his second administration, promptly appeared upon the scene and made a speech of welcome.

In reply, Washington said: "Gentlemen, the tokens of regard and affection which I have often received from the citizens of this town were always acceptable, because I believed them always sincere. Be pleased to receive my best acknowledgments for the renewal of them on the present occasion. If the affectionate partiality of my fellow-citizens has prompted them to ascribe greater effects to my conduct and character than were justly due, I trust the indulgent

sentiment on their part will not produce any presumption on mine."

Other visits there certainly were. Every time Washington went to Philadelphia or northwards he must have passed through Baltimore. For example, in 1798, Nov. 7, he is known to have stopped at this Fountain Inn when on his way to Trenton to reorganize the American army. Danger had arisen of a war with France, then endeavoring to coerce America into a war with England. But the danger soon died away and that visit of Washington to Baltimore is of minor interest. Old soldiers were, however, recruiting their companies afresh. The Baltimore Independent Blues, ready to be reviewed, were drawn up on Baltimore Street, then Market Street, and down the line, from Light Street corner to South Street, walked Ex-President Washington in civilian dress. The soldiers afterwards marched down Light Street in compliment to General Washington, who stood on the front steps of the old hotel.

It is, therefore, by singular historical fitness that this memorial tablet has been erected on the Light-Street side of the Carrollton Hotel, for, on the west side, was the original entrance to Fountain Inn. On that side stood General Washington, as on all other occasions when he was especially honored and escorted to his lodgings by the soldiers and populace of this city. And there, too, in 1824, stood the Marquis de la Fayette when escorted to his hotel and saluted by the National Guards and the De Kalb Cadets.

Many have been the stirring events and social scenes on this historic spot, from the time of the American Revolution to the close of the 18th century, from the War of 1812 down to our own times. The politics and parties of Baltimore and Maryland have been and still are shaped under the shelter of this historic roof-tree. In the inner courtyard of the Fountain Inn there once grew a shady tree under which Washington undoubtedly stood, as he did under the famous elm, when he took command of the troops at Cam-

bridge. But the Cambridge elm is fast falling to decay and soon it will be only a memory like that of the ancient tree in the Fountain Inn courtyard, which survives only in a print, which Mr. Brooks has shown you.

After all, old trees and old houses do not compare with the historic spirit in living people who keep alive the events which the old trees and the old houses once helped to commemorate. More enduring than the Fountain Inn will be that beautiful tablet now facing the western sun. That tablet will recall to every Baltimore beholder and to the stranger within your gates the living presence of George Washington, the immortal guest-friend of Baltimore. He will be welcomed anew by every visitor who drives or walks through Light Street, by every citizen and schoolboy who sees your artistic memorial. "The living, the living, he shall praise thee, as I do this day" (Isaiah 38: 19).

Visitors to Montreal or Quebec, to London, Paris, Boston, Philadelphia, or any historic city, are profoundly impressed by these street reminders of the illustrious dead. It is they, the immortals, who really live in the consciousness of thoughtful citizens, the men and women of to-day. The spirits of the past have the perpetual freedom of historic cities. The fathers live on in the sons and daughters who realize the significance of Baltimore's history. True and loyal souls, men and women of light and leading, constitute this modern town.

Your Honor, the Mayor, Baltimore is indeed great in population, extensive in territory, flourishing in business, distinguished in art and institutions, but its noblest inheritance, its eternal monument, is the stately column erected by the State of Maryland to the memory of George Washington. There it stands on our Capitoline Hill, the historic acropolis of Baltimore, the most beautiful column in this country, a conspicuous landmark for the whole region roundabout, and at the same time viewed and reviewed by passing citizens every day of their lives. Its inscriptions form a compendium of our Revolutionary history, an open

record known to all men, read and re-read this very day by children from the public schools. The Washington Monument has determined the development of this city, the upward tendency of its growth and institutional life. But for that magnificent work of historic art, that memorial of George Washington by the State of Maryland, Baltimore would never have had its Mount Vernon Place, its Peabody Institute, its Johns Hopkins University.

Let us, therefore, fellow-citizens, honor the deeds of the fathers of this American republic and cherish their memories. For they founded states and cities. They fought battles for liberty and independence. They made their country truly great and free. Even this American continent cannot limit their fame. "The whole earth," said Pericles, "is the monument of illustrious men."

In the old English city of Chester there is on a certain street a house-motto which impressed me when I first beheld it. The motto reads, "God's Providence is Mine Inheritance." We ought to feel that the memory of George Washington is the most precious historic legacy of this Monumental City. Battle Monument does not compare with the Washington Monument in educational value. Here in Baltimore, in December, 1776, George Washington received his power as Commander-in-Chief. In our State Capitol at Annapolis he resigned his commission and became once more a private citizen and a man of peace.

Grandest of all his peaceful projects was that of a National University, based upon individual endowment. That project may be found in many of his writings, but the clearest and strongest statement of it occurs in his last will and testament. There he employed the following significant language: "It has been my ardent wish to see a plan devised, on a liberal scale, which would have a tendency to spread systematic ideas through all parts of this rising empire, thereby to do away local attachments and State prejudices, as far as the nature of things would, or indeed ought to admit, from our national councils. Looking

anxiously forward to the accomplishment of so desirable an object as this is, in my estimation, my mind has not been able to contemplate any plan more likely to effect the measure than the establishment of a *University* in a central part of the United States, to which the youths of fortune and talents from all parts thereof may be sent for the completion of their education, in all branches of polite literature, in arts and sciences, in acquiring knowledge in the principles of politics and good government, and, as a matter of infinite importance in my judgment, by associating with each other, and forming friendships in juvenile years, be enabled to free themselves in a proper degree from those local prejudices and habitual jealousies which have just been mentioned, and which, when carried to excess, are never-failing sources of disquietude to the public mind, and pregnant of mischievous consequences to this country. Under these impressions, so fully dilated, I give and bequeath, in perpetuity, the fifty shares which I hold in the Potomac Company . . . towards the endowment of a university."

Was it not a remarkable fact that the two great rivers of Virginia, the James and the Potomac, should have been the principal economic forces in the development of Washington's educational hopes for Virginia and his country? His stock in the James River Navigation Company became a permanent source of revenue for Washington College, now Washington and Lee University, where recently President Wilson consciously and avowedly revived the Old Williamsburg ideal of a combined school of law and history, politics and economics. Washington's stock in the Potomac Navigation Company became the historic source for his larger idea of a national university. The Baltimore and Ohio Railroad, which succeeded the Chesapeake and Ohio Canal and the Potomac Company as a trade-route between the West and the Atlantic seaboard, proved for many years the chief source of revenue for the Johns Hopkins University, itself national in spirit, though not in name.

Whatever may be the fate of corporations, Washington's grand idea of a truly national university will live on in Baltimore and find ultimately even larger realization in the nation's capital. To this end all existing colleges and universities will in spite of themselves contribute. State interests and sectional prejudice will yield to larger and richer opportunities for the study of history, politics, economics, social science and diplomacy—opportunities already existing in the city of Washington. A national government which expends over three million dollars per annum for scientific purposes is, consciously or unconsciously, promoting George Washington's noble project for the highest education of the American people. Private and ill-considered schemes may fail, but State and national ideas in university education must ultimately combine and prevail in this federal Republic. "He that believeth, doth not make haste."

Washington's idea of a National University in the city which bears his name was never so full of life as it is to-day. But let us remember that, as Baltimore anticipated[1] the Federal City by many years in the completion of a noble

[1] It is a curious fact that Baltimore anticipated the Federal City in founding a "Washington University." In the spring of 1827, Washington College, of Washington, Pennsylvania, authorized the institution in Baltimore of the "Washington Medical College." It got a charter from the Maryland Legislature in 1832 and in 1839 became legally known as the "Washington University of Baltimore." It occupied on North Broadway new buildings costing $40,000, now occupied by the Church Home and Infirmary. "Washington University" collapsed in 1851 and its buildings were sold for debt. After the civil war, the old Washington University Medical School was revived by the Legislature in 1867. The catalogue of 1868 said that "one student from each Congressional district of the late slave-holding States is received as a beneficiary in Washington University, precedence being given to wounded and disabled soldiers." Lectures were held in the buildings now occupied by the City Hospital and by the College of Physicians and Surgeons, with which college "Washington University" was merged in 1877. See Dr. Bernard C. Steiner's "History of Education in Maryland" (Bureau of Education, 1894), pp. 286-291, a work which originated in the above curious bit of educational history narrated by his father.

monument to George Washington, so we have anticipated Congress in establishing, according to Washington's liberal plan, "a university in a central part of the United States," to which young men from all parts of our common country are sent for the completion of their education.

The 22d of February is a fitting day for this historic commemoration. The birthday of George Washington marks a national as well as a municipal holiday. It is also the anniversary of the inauguration of the Johns Hopkins. If the Father of his Country could have seen with his own eyes the establishment of a university in Baltimore, midway between the North and the South, he would have rejoiced, as we do this day, in the providence of God in human history. God's providence is indeed our inheritance. Let us accept in the spirit of the Psalmist: "Be ye sure that the Lord he is God; it is he that hath made us, and not we ourselves."

To the Colonial Dames of America I would say: "Be not weary in well-doing"; revive and quicken here the national spirit of George Washington in matters pertaining to history and education. Devise a plan on a liberal scale which shall "have a tendency to spread systematic ideas through all parts of this rising empire." These are not my words, but those of the greatest American. I would suggest that you establish a Maryland Scholarship or Fellowship in American History, to be awarded annually to the best Maryland graduate student in that department of the Johns Hopkins University. Encourage him on this Baltimore and Maryland vantage-ground to contribute some lasting memorial as did your fathers before you when they erected the Washington Monument. Continue to mark the historic sites of this Monumental City. Collect all the books and historic prints ever published in Baltimore and Maryland. But above all things, discover a talented Maryland college graduate, possibly one already a Doctor of Philosophy, and develop him into an American historian.

I have lately been much interested in a published inter-

view with President Schurman, of Cornell University, who went out to the Philippine Islands as chairman of our government commission of five men, including Admiral Dewey, Major-General Otis, Colonel Charles Denby (our Ex-Minister to China), and Professor Worcester, of the University of Michigan, author of a book on "The Philippine Islands and their People." Jacob Gould Schurman was originally a poor boy, born in Prince Edward's Island in 1854. He did not begin to seek a higher education until he was sixteen years of age. Before that he had been a clerk in a country store, first on $30 and afterwards on $60 a year. He went to the Prince of Wales College situated at Charlotte Town and there, in open competition with boys from the entire island, won a $60 scholarship. That paltry stipend, the equivalent of his former salary as a clerk, was Schurman's first positive encouragement in the higher educational life. From the Prince of Wales College, in Prince Edward's Island, young Schurman went next to Acadia College in Nova Scotia and there won a $500 scholarship, tenable for three years in London University. The questions were sent out from England and were distributed by the Governor-General to all the colleges in Canada. That poor boy from Prince Edward's Island won the noble prize which took him across the sea. He studied in London and Edinburgh and there after three years competed for the Hibbard Travelling Fellowship, yielding $2000 a year for philosophical study anywhere on the continent of Europe. In the face of competition from Oxford, Cambridge and the United Kingdom, Schurman won the splendid honor. He finished his liberal education in Heidelberg and Berlin. There he met the American Minister, Hon. Andrew D. White, who afterwards recommended him for the chair in philosophy at Cornell University, of which Dr. Schurman is now president.

Does any one believe for one moment that this poor Canadian boy would now be one of the most scholarly college presidents in the United States and at the same time

the head of a most important American commission but for those early academic rewards and scholarships? God's providence was certainly his inheritance. I do not ask you to establish another scholarship or fellowship for a Canadian or a New Englander at the Johns Hopkins University. I am simply illustrating the English system of prize scholarships by recent noteworthy results, and I ask you, the Colonial Dames of America, to found in Baltimore, as *your Washington Monument*, a Maryland Fellowship of American History, to be awarded annually to the best graduate student from this State. My plea is for a local, academic foundation, not another marble column or another bronze statue, but a permanent fund for the extension of Maryland's historical influence throughout the whole country and for the perpetuation of the national spirit of George Washington, which we have this day commemorated.

Yesterday I had the pleasure of accompanying a party of 30 Hopkins college boys, nearly all of them Baltimoreans, on a visit to Washington to see the New Congressional Library and Congress itself in session. Most interesting were the living men and those artistic memorials of our nation's history, those reminders of the world's civilization; but, as we came out from those stately halls, we saw towering above all the government buildings that magnificent obelisk dedicated to the *one man* Washington. I thought and reminded the boys from Baltimore: "How much greater even than great men are the influences which proceed from their lives." Emerson has said that "Institutions are the lengthened shadows of great men"; but are not cities like Baltimore and Washington, are not institutions of law, education, and religion more than mere shadows of men? Indeed, they are in one sense the projected souls of the illustrious dead. They are, like all history, the glorious resurrection of the deathless past, the larger life of the present, the advancing sunlight of an immortal future.

May *your* Washington Monument be a creation of the

spirit, the liberation of a soul, and not a work of mere stone or brass. May you, Colonial Dames of America, be able to say with the poet Horace:

I've reared a monument, my own,
More durable than brass,
Yea, kingly pyramids of stone
In height it doth surpass.

Rain shall not sap, nor driving blast
Disturb its settled base,
Nor countless ages rolling past
Its symmetry deface.

I shall not wholly die. Some part,
Nor that a little, shall
Escape the dark destroyer's dart,
And his grim festival.

Let us turn now, in conclusion, from the noble words of the Roman poet to the aspiring sentiments of an American woman, in her ode to the Washington Monument, published in Scribner's Magazine, February, 1899:

Oh, pure, white shaft upspringing to the light
With one grand leap of heavenward-reaching might,
Calmly against the blue for evermore
Lift thou the changeless type of souls that soar
Above the common dust of sordid strife
Into the radiant ether of a life
Shepherded by the vastness of eternity!
A hero's quickening spirit lifteth thee
Unto the skies that claim thee for their own:
In those vast fields of light, sublime, alone,
High commune holdest thou with the young day,
With sunset's glowing heart ere twilight gray
Hath stilled its throbbing fires, and with dim night
That folds thee softly in the silver light
Of many a dreaming moon. In majesty
Serene, like the great name enshrined in thee,
Thou dost defy the all-destroying years.
Smite with thy still rebuke our craven fears!
Point us forever to the highest height,
And in our Nation's peril-hours shine white
With the mute witness to the undying power
Of the high soul that lives above the hour!

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OF

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